DRAFT SYLLABUS: dates from Spring 2015

Comparative Literature 208, Sec. 201

Global Literature from the 17th Century to the Present: Cross-Cultural Contact and Exchange

Spring 2017, 3 cr. (U)
Fully Online: http://D2L.uwm.edu/

<table>
<thead>
<tr>
<th>Professor</th>
<th>Kristin Pitt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:kepitt@uwm.edu">kepitt@uwm.edu</a> &gt;&gt;&gt;use for standard communication; expect a reply within 48 hours, usually much more rapidly</td>
</tr>
<tr>
<td>Phone</td>
<td>Office: (414) 229-4835 (there’s no voice mail on this line) Messages: (414)229-4382 (this is the main office of the Dept. of French, Italian, &amp; Comparative Literature: you can leave a message with the staff member who answers or on voicemail)</td>
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<tr>
<td>Fax</td>
<td>(414)229-2939</td>
</tr>
<tr>
<td>Office</td>
<td>Curtin 787</td>
</tr>
<tr>
<td>Office hours</td>
<td>Tuesday 2-4pm: I’ll be in my office. No appointment necessary. You may also set up an appointment at another time.</td>
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Course Description

This course approaches modern world literature through the lens of cultural contact and exchange. Some definitions of modernity mark its beginnings at 1492, with the travels of Christopher Columbus to what we now call the Americas and the processes of global exchange that followed. While there was certainly a great deal of global travel and cultural exchange before 1492, in the centuries that follow it becomes increasingly difficult for societies to remain insular and isolated.

Beginning with literature written just under a century after Columbus’ first voyage, this course explores intercultural contact as one of the defining features of modernity. As such, it is also one of the defining subjects of modern literature and one of the defining influences upon modern literary forms. In order to undertake this study, we will examine some of the cultural components of globalization, for while we all may recognize that today we are increasingly interconnected with societies and peoples around the globe, we do not always interrogate the nature of such connections. What are the possibilities, the difficulties, and the conflicts associated with cross-cultural contact and exchange? We will also examine the literary techniques employed to communicate and frame these cultural relationships through a survey of literature from the 17th to the 21st centuries and from a wide range of global perspectives portraying the negotiations, understandings, and misunderstandings of “contact zones” and other sites of cultural exchange where we have constructed notions of what constitutes literature as well as what constitutes the world. Works studied will include the literary forms of novel, poem, play, essay, autobiography, short story, novella, and film.

Course Learning Goals

This course fulfills both the GER(HU) requirement and the L&S International requirement. The course’s readings, discussions, exams, and other assignments will help students to
• think analytically about human expression and its aesthetic, ethical, and ideological components in cross-cultural and international contexts;
• analyze texts using comparatist approaches, including the critical evaluation of fictional and non-fictional texts;
• identify distinctions between major modern literary genres (traditions essential to major bodies of literary knowledge, Humanities GER Criterion 1);
• articulate both advantages and challenges of cross-cultural communication and exchange (ideas essential to major bodies of historical, cultural, literary, and philosophical knowledge, Humanities GER Criterion 1);
• construct interpretive arguments that grounded in careful textual analysis and that are supported with specific quotes and other forms of persuasive textual evidence (responding coherently and persuasively to literary and cultural materials through textual analysis and interpretation, Humanities GER Criterion 2); and
• communicate interpretive arguments that are clear, coherent, well-organized, and logically presented (effective communication skills, UW System Shared Learning Goal 3).

GER and UW System Learning Assessment
Each take-home essay portion of the final exam will be evaluated in terms of the familiarity it demonstrates with the central literary and cultural ideas of the course (Humanities GER Criterion 1); the skills of textual analysis, interpretation, and argumentation it demonstrates (Humanities GER Criterion 2); and the clarity and quality of writing within the essay (UW System Shared Learning Goal 3). Each of these learning goals will be evaluated by the “GER Assessment Rubric” posted to the “Course Documents” folder of the Content page of the course D2L site. Because the GER Assessment Rubric evaluates course learning goals, it is similar to the assessment tools used to determine course grades, but the data generated by the GER Assessment Rubric will not itself be employed in determining student grades for the assignment or for the course; this data is instead used by both the course instructor and the Comparative Literature program to monitor GER and UW System Shared Learning Goal outcomes and to modify future course content as necessary.

Course Requirements and Policies Overview
Preparation
• Careful, thoughtful, and analytical reading of the assigned texts, at the assigned pace of the course.
• Reading/viewing of all assigned course documents and materials posted by the instructor to the course D2L site, including lecture texts, course presentations, and assignment guidelines.
• Reading of all course discussion postings: the comments posted by your classmates, and the responses posted by classmates and by the instructor.

Online Discussion Forum Postings
• Weekly Short Discussion Postings (SDPs): postings of 100-150 words in response to narrow questions regarding short elements of the assigned poetic texts. To be posted each week by 11:59pm Thursday (unless otherwise noted).
• Bi-Weekly Long Discussion Postings (LDPs): postings of 275-325 words regarding your broader analysis and interpretation of the assigned course texts; each week, half of the class will be required to post a long discussion posting. To be posted by 11:59pm Thursday (unless otherwise noted).
- Bi-Weekly Response Postings (RPs): postings of 100-150 words in response to a long discussion posting by a classmate; each week, the half of the class not responsible for an LDP will be required to post a response posting. To be posted between 12:01am Friday and 11:59pm Sunday (unless otherwise noted).

Quizzes
Weekly 6-minute quizzes on the content of course readings and films, available from 8:00 am each Monday until 11:59 pm each Thursday (unless otherwise noted).

Midterm Exam
A short-answer and essay exam covering course material from the first six weeks of the semester, to be taken online on Sunday, March 8 or Monday, March 9.

Final Exam
A cumulative exam with two parts: short-answer questions, to be taken online on Sunday, May 10 or Monday, May 11, and a “take-home” essay, with questions distributed on Monday, May 4 and due Monday, May 11.

Time commitments
This is a three credit course. The average student should anticipate spending on average of 9 hours per week on the class, primarily reading (course assignments, lectures, and discussion postings), writing (discussion postings, occasional essays and exams), taking weekly quizzes, and reviewing course material. Some weeks will also require viewing or listening to media files (lectures, films, and podcasts), studying for exams, and taking exams, including writing a final take-home essay.

Technology Requirements
- Routine access to a computer with a broadband internet connection.
- A recent version of a web browser (such as Firefox, Internet Explorer, or Safari); Firefox is recommended by D2L
- Software to view, edit, and create Microsoft Word files
- Software [available as a free download] to view Adobe PDF (portable document files, .pdf) files and Macromedia Flash files (.swf)
- See Technology Requirements & Resources guide on D2L for more information

General Requirements
- Submission of assignments on time. Absolutely no late quizzes will be accepted. All other assignments received within one week of the missed due date will receive 50% of the score that would have been earned if the assignment were submitted on time. Any assignments received more than one week after the due date will not receive credit.
- Academic honesty. For detailed definitions of plagiarism and the ways to appropriately cite sources, easily avoiding plagiarism, see the Citation Guide on D2L. You must read the Citation Guide and submit the Citation Agreement before any of your other coursework will be graded for the course. All work you submit must be your own. If the ideas expressed or the words used to express them aren’t yours, say whose they are. If you copy words or ideas from an unacknowledged source (virtual, textual, visual, audio, or living), have someone else do work for you, or submit previous work (by you or someone else), you are committing plagiarism, which is a serious offense. Students who commit plagiarism will be
formally charged with academic misconduct and will most likely fail the course, per the policy of the College of Letters and Science and UWM. Further information on UWM’s policies on Academic Misconduct and on Student Appeals is available through the links under University Policies on the course D2L site. Please contact me with any questions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Bi-Weekly Long Discussion Postings (LDPs)</th>
<th>20%</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Bi-Weekly Response Discussion Postings (RPs)</td>
<td>15%</td>
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<tr>
<td>Grade</td>
<td>Weekly Short Discussion Postings (SDPs)</td>
<td>15%</td>
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<tr>
<td>Grade</td>
<td>Weekly Quizzes</td>
<td>15%</td>
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<tr>
<td>Grade</td>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Grade</td>
<td>Final Exam</td>
<td>20%</td>
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### Grading Scale

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<th>Grade</th>
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<td>A: 93-100</td>
<td>A+: 90-92</td>
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<tr>
<td>B+: 88-89</td>
<td>B: 83-87</td>
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<tr>
<td>C+: 78-79</td>
<td>C: 73-77</td>
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<tr>
<td>D+: 68-69</td>
<td>D: 63-67</td>
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<tr>
<td>F: 59 &amp; below</td>
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### Extra Credit Opportunities

Students who fully complete the Scavenger Hunt Worksheet during Week 1 of the course will receive 0.5% extra credit added to their final grade for the course. If 80% of students in the course complete the anonymous mid-semester course evaluation survey and the end-of-semester course evaluation survey, all students in the course will receive 0.5% extra credit added to their final grade for each survey.

### Texts

There are three books required for the course that are not available for free online. The rest of our materials—both texts and multimedia materials—are available for free through the D2L website. The three books that you must acquire independently are available for purchase at the UWM Bookstore and are on 2-hour reserve at Golda Meir Library; you may also purchase them independently or borrow them from other libraries.

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<th>The three books that you will need to purchase or borrow are</th>
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<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Letters from a Peruvian Woman</td>
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<tr>
<td>On the Edge of the World</td>
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<tr>
<td>The Dew Breaker</td>
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Note that there are multiple editions and/or translations available for each of the four texts above. You are not required to use the editions listed here, though bear in mind that using a different edition may mean that it will occasionally be a little bit more difficult, though by no means impossible, for you to follow and participate in some online discussions. (If you’d like to
read Graffigny as an e-book, it’s available in Kindle and Nook formats through Jonathan Mallinson’s translation, published by Oxford World Classics.)

Most of the other texts we’ll be reading are fairly short, but we are also reading two full-length books that you aren’t required to purchase because they’re available for free online. If you prefer reading longer works in traditional book format, you may wish to consider finding an in-print edition of these works as well:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Online Edition for this class</th>
<th>Other editions?</th>
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<tbody>
<tr>
<td>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</td>
<td>Olaudah Equiano</td>
<td>Documenting the American South</td>
<td>LOTS of print and e-text editions available, including very cheap print and free e-editions</td>
</tr>
<tr>
<td>Grimm’s Fairy Tales</td>
<td>The Brothers Grimm</td>
<td>Project Gutenberg</td>
<td>LOTS of print and e-text editions available—but they may contain very different tales, so check to confirm that you’re reading the same texts as those assigned!</td>
</tr>
<tr>
<td></td>
<td>(Jacob Grimm &amp; Wilhelm Grimm)</td>
<td>(Edgar Taylor &amp; Marian Edwardes translation)</td>
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**Course Assignments**

There are many facts about each text we will read: the names of characters; the things that happen in the plot; the generic and literary styles incorporated in the writing; the cultural and biographical contexts of its production. Knowing such facts is an important step toward understanding a work of literature, but it is not all you need, for such facts do not lead automatically or directly to a text’s meaning. Indeed, there’s no straight path to accessing the meaning of any work of literature, and there’s no single approach to interpreting literature, because no work of literature has just one interpretation or meaning. The most challenging work of literary scholars and students, then, is to explore its multiple possible meanings and interpretations, developing arguments and supporting them through textual examples as well as considering possible alternatives to these arguments by discussing opposing views.

**Readings**

Each week you will be assigned one short poem and one or more longer literary texts to read. Although some weeks your assigned reading will be much shorter, weekly assignments can reach up to around 175 pages of text. It is important that you set aside time each week to do the required reading and stay current with the assignments, which you need to have completed in order to participate in weekly discussions and to do well on the quizzes. And remember, critical reading is not just letting your eyes glance at most words on the page and getting the basic gist of a text: you need to read these works of literature carefully, paying attention to detail, and taking note of things that interest, surprise, or confuse you. See “Reading, Analyzing, and Discussing Literature” on D2L for more information.

Some readings are available on the course D2L site, as indicated by the (D2L) following their titles in the list of assignments; other readings are available through the library’s Electronic Reserve service, as indicated by the (ER) following their titles in the list of assignments.
Each week you will be assigned multiple short lectures on course materials (usually two or three, occasionally four). These will be posted under weekly headings on the content page of the course D2L site. Occasionally, lectures will be podcasts or Macromedia flash presentations with an audio component. Usually, however, they will be .pdf files of PowerPoint slides with accompanying text that you can read online or print. Depending on the lecture, the content may include background and introductory information on texts; it may also provide models of literary analysis and interpretation, offering examples of how literary scholars and students approach texts to develop and support arguments about their meaning.

**Quizzes**
The weekly quizzes allow you to demonstrate knowledge of the basic factual content of the assigned literary readings. The quizzes do not require you to interpret or analyze the literary works, but they require you to demonstrate that you have read them closely enough to be able to analyze and interpret them successfully. If you find you are not performing well on quizzes, that might be an indication that you are not paying enough attention to detail as you are reading; you may wish to take notes while you’re reading to help you remember facts. I recommend that you take the quiz before you write your discussion forum postings.

Each quiz has five multiple-choice questions, and you will have six minutes to complete it. Quizzes are “open book,” but since they are timed, you will have little to no time to look up answers. Quizzes are randomly generated from a larger bank of questions about the course materials, which means that each student will receive a different quiz. You may take each weekly quiz two times, though when you repeat the quiz you will receive different randomly-generated questions. The highest quiz attempt will be recorded. The lowest quiz grade you receive throughout the semester will be dropped. Quizzes will account for 15% of your final grade; once the lowest grade is dropped, each individual quiz will account for approximately 1.25% of your final grade.

*Quizzes are available for you to take each week from 8:00am on Monday until 11:59pm on Thursday.* If you choose to repeat a quiz, you do not need to repeat it immediately after your first attempt; you may take it at any time before midnight on Thursday.

**Discussions**
The weekly online discussion postings allow you to synthesize the information you’ve gathered from the course readings and lectures and integrate it with skills of critical thinking and analysis, constructing interpretations of the works of literature and developing a deeper understanding of the ways in which these works convey meaning. The questions posed for the weekly discussions will require you to analyze texts and construct interpretive arguments about them; identify significant features of modern literary forms and explore the relationship of form to content and meaning; and examine the possibilities and limitations of literature to represent human societies and to communicate about and across difference. Your discussion postings require you to develop clear arguments with literary evidence in support, and they must be written grammatically and with correct spelling, so you may wish to compose your postings first in a word processing program and then cut-and-paste your posting into the appropriate discussion forum (please do not simply upload Word files as attachments). See “Reading, Analyzing, and Discussing Literature” on D2L for more information on how to construct and support literary arguments supported by textual evidence; see the “Netiquette Guidelines” portion of “Learning and Communicating in the Online Classroom,” also on D2L, for information on appropriate interaction in the online classroom; see “Grading Rubrics for Discussion Postings,” also on D2L, for specifics on how each posting will be graded; and see the “Citation Guide” for requirements regarding citation of all sources used for discussion postings.
Short Discussion Postings (SDPs) should be 100-150 words, in response to one of several weekly questions regarding shorter elements of the assigned poetic works. These postings allow you to develop focused analytical skills regarding the smaller components of a text, or to develop broad argument about shorter texts in a succinct fashion. Although these postings are short, you must include specific support for your claims, such as quotations and page or line numbers. Each student in class is required to submit one SDP each week. **SDPs should be submitted each week by 11:59pm on Thursday.**

Long Discussion Postings (LDPs) should be 275-325 words, in response to one of several weekly questions regarding broader thematic and analytical approaches to the assigned literary works. These postings allow you to synthesize the information gathered from readings and lectures with the analysis of the literary works and construct interpretations of literature based on critical thinking and intellectual engagement with the material. Your arguments in these postings must be supported with textual evidence such as quotations and include page and line numbers from course readings as necessary. The class will be divided into two Discussion Groups, with each group responsible for submitting a long discussion posting every other week; on the week that you are not responsible for submitting an LDP, you are responsible for submitting a response posting. **LDPs should be submitted by 11:59pm on Thursday.**

Response Postings (RPs) should be 100-150 words, in response to one of the long discussion postings made that week by one of your classmates. These allow you to further understand the potential strengths and weaknesses of your own interpretations and engage directly with the interpretations of others. In your response, you may agree with a classmate’s analysis and expand upon it; you may disagree with a classmate’s analysis and explain your counterargument; you may explore other elements of the classmate’s analysis, such as its broader implications, its advantages and limitations, or other elements you find compelling or important to consider. You should follow appropriate codes of behavior for online classrooms in all your posts, but please remember to be especially cognizant of “Netiquette Guidelines” in your responses to your classmates: if you disagree with someone else’s analysis, make sure to present your disagreement in academic terms rather than personal ones. Your arguments in these postings must also be supported with textual evidence such as quotations and include page and line numbers from course readings as necessary. The class will be divided into two Discussion Groups, with each group responsible for submitting a response posting every other week; on the week that you are not responsible for submitting an RP, you are responsible for submitting a long discussion posting. **RPs should be submitted between 12:01am on Friday and 11:59pm on Sunday; note that you should not post a response until the deadline for submitting LDPs has passed. Early response postings will not receive credit.**

For each of your weekly discussion postings, include a subject line that provides an indication of the subject of your posting, and be sure to read all the postings that have been made before yours to be sure that you aren’t repeating identical claims. Each week, make sure that you read all the weekly discussion postings, in response to all the questions. This is an essential component of the course reading assignments, and it will help to ensure that you are familiar with the multiple interpretations and understandings that these literary works inspire. And yes, in case you are wondering, as an instructor I am able to find out which pages of the course site
you have viewed and which you haven’t, so I will know if you are not reading the discussion postings of your classmates (or the lectures or other course materials).

In addition to the weekly LDP forum and SDP forum, there will be a forum each week for questions about the course readings and the course overall. Post any questions you have on the course materials here, elements of course material you’d like to discuss that weren’t brought up in the weekly discussion forum, and any questions you have about course requirements and assignments. For example, you may post plot-based questions about things you’re not sure you understood in the text (e.g., “I’m not sure: is Character A the mother of Character B?” or “How much time is supposed to have passed between chapter 1 and chapter 4?”); you may post broader thematic and interpretive questions about issues that interest you but are not covered in another discussion forum (e.g., “Why do you think this character is portrayed in this way?” or “What do you think the significance is of X event or Y character or Z circumstance?”); or you may post questions about assignments and course materials (e.g., “I’m confused about when this assignment is due” or “Where can I find directions on how to do that?”). Participation in this forum is voluntary, but post as many questions as you have to this forum, and please respond to your classmates’ questions if you have an answer. Posting to the discussion forum rather than emailing me directly may allow you to receive an answer more promptly, if one of your classmates sees your question and provides a response before I log on next. Your question will be helpful to others with the same question, as will any responses you are able to provide.

D2L will automatically drop the one lowest grade you receive within each category of discussion postings throughout the semester. Short Discussion Postings account for 15% of your final grade; individual SDPs will count for about 1.15% of your final grade. Long Discussion Postings account for 20% of your final grade; individual LDPs will count for 3.33% of your final grade. Response Postings account for 15% of your final grade; individual RPs will count for 2.5% of your final grade.

The role of the instructor in online discussions: I will read all postings, but I will not respond publicly to each one. I will usually post a few longer responses each week, and I will post shorter responses as necessary to clarify misunderstandings or correct factual inaccuracies in discussions and answer questions. I will also enforce the netiquette guidelines as required.

In addition, I may provide individual comments or suggestions in response to your postings by means of the comments section of the gradebook. Of course, I will also respond numerically to your postings with grades. Each LDP, SDP, and RP that is submitted on time and meets the length and content requirements will be evaluated on a 15-point scale as excellent, satisfactory, or unsatisfactory, according to the rubrics detailed in the “Grading Rubrics for Discussion Postings” file on D2L. Postings that do not meet minimum length requirements may receive partial credit; postings made late but within one week of the due date will receive 50% of the credit that would have been awarded if they had been on time. Postings submitted more than one week late will receive 0s. Please consult the grading rubric, along with the guide to “Reading, Analyzing, and Discussing Literature,” when crafting your discussion postings.

Midterm Exam
The midterm exam will cover material from lectures, discussions, and readings from the first six weeks of the semester. It will include two short answer questions and one longer essay. It is “open book,” but you will have only 90 minutes to complete the exam. It will be available online from 12:01am on Sunday, March 8 until 11:59pm on Monday, March 9, and you must complete it in one sitting during that window.
Final Exam
The final exam will be cumulative, covering material from lectures, discussions, readings, and films from the entire semester. The format will be similar to the midterm, but the essay will be “take-home”: questions will be distributed on Monday, May 4, and your completed essay will be due Monday, May 11. The short answer questions will not be take-home: you must complete three of them during a 90-minute window of your choosing on Sunday, May 10 or Monday, May 11.

Course Schedule

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<tr>
<th>Week 1</th>
<th>January 26-February 1</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Course Documents: Syllabus; Learning and Communicating in the Online Classroom; Technology Requirements and Resources; Reading, Analyzing, and Discussing Literature; Grading Rubric for Discussion Postings and GER Assessment Rubric; Citation Guide</td>
</tr>
<tr>
<td>Lectures</td>
<td>1: Course Introduction 3: Scavenger Hunt 2: D2L Course Site Introduction</td>
</tr>
<tr>
<td>Assignments</td>
<td>Everyone: Quiz1, weekly due date extended to 11:59 pm on Friday, 1/30; SDP1, weekly due date extended to 11:59pm on Friday, 1/30; LDP1, weekly due date extended to 11:59 pm on Friday, 1/30; RP1, by 11:59pm on Sunday, 2/1; Citation Agreement (submit to dropbox), by 11:59pm on 2/1. Extra Credit: Scavenger Hunt Worksheet (submit to dropbox), by 11:59pm on Sunday, 2/1.</td>
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<th>Week 2</th>
<th>February 2-8</th>
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<tr>
<td>Lectures</td>
<td>4: The Contact Zone 6: Flight of the Itzás 5: Montaigne</td>
</tr>
<tr>
<td>Assignments</td>
<td>Everyone: Quiz2 and SDP2 by 2/5 Discussion Group 1: LDP2 by 2/5 Discussion Group 2: RP2 by 2/8</td>
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<tr>
<th>Week 3</th>
<th>February 9-15</th>
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<tr>
<td>Readings</td>
<td>Garcilaso de la Vega, El Inca: Part One, Book One and Part Two, Book One of Royal Commentaries of the Incas and General History of Peru Poem: “The Imprisonment of Cuauhtemoc”</td>
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<tr>
<td>Lectures</td>
<td>7: El Inca Garcilaso de la Vega 8: Imprisonment of Cuauhtemoc</td>
</tr>
<tr>
<td>Assignments</td>
<td>Everyone: Quiz3 and SDP3 by 2/12 Discussion Group 2: LDP2 by 2/12 Discussion Group 1: RP2 by 2/15</td>
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<tr>
<th>Week 4</th>
<th>February 16-22</th>
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<tr>
<td>Readings</td>
<td>Racine, Berenice, Acts I-II; Racine, Berenice, Acts III-V;</td>
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Poem: Félix Lope de Vega y Carpio, “On The Triumph of Judith”

Course Document: Preparing for the Midterm Exam

Lectures
9: French Neoclassical Drama
10: Racine
11: Lope de Vega

Assignments
Everyone: Quiz4 and SDP4 by 2/19
Discussion Group 1: LDP3 by 2/19
Discussion Group 2: RP3 by 2/22

Week 5
February 23-March 1

Readings
Yu, excerpts from “Small Sea Travelogue”;
Ding, excerpts from “Brief Record of the Eastern Ocean”;
Plates 4-14 in Teng, Taiwan's Imagined Geography;

Lectures
12: Travel Narratives to Taiwan
13: Shelley

Assignments
Everyone: Quiz5 and SDP5 by 2/26
Discussion Group 2: LDP3 by 2/26
Discussion Group 1: RP3 by 3/1

Week 6
March 2-8; MIDTERM EXAM ON SUN., MARCH 8 OR MON., MARCH 9

Readings
Graffigny, Foreword, Historical Introduction, and ch. I-XLI (entire novel), p. 3-174;
Poem: Charles Baudelaire, “A Voyage to Cythera”

Lectures
14: The Novel
15: Graffigny
16: Baudelaire

Assignments
Everyone: Quiz6 and SDP6 by 3/5; Midterm Exam either 3/8 or 3/9
Discussion Group 1: LDP4 by 3/5
Discussion Group 2: RP4 by 3/8

Week 7
March 9-14; MIDTERM EXAM ON SUN., MARCH 8 OR MON., MARCH 9
(short week due to Spring Recess)

Readings
Jacob Grimm and Wilhelm Grimm, Grimms’ Fairy Tales
Poem: Samuel Taylor Coleridge, “Kubla Khan”

Lectures
17: Brothers Grimm
18: Coleridge

Assignments
Everyone: Midterm Exam by MONDAY, 3/9;
Quiz7 and SDP7 by 3/14 (due date extended due to midterm);
Take CompLit 208 mid-semester anonymous evaluation survey by 3/14 (extra credit for everyone if 80% of the class submits the survey)
Discussion Group 2: LDP4 by 3/14 (due date extended due to midterm)
Discussion Group 1: RP4 by 3/14 (due date one day early due to Spring Recess; they may be submitted early this week if there are RPs to respond to)

UWM SPRING RECESS, March 15-22

Week 8
March 23-29

Readings
Equiano, Vol. I;
Poem: Phillis Wheatley, “On Being Brought from Africa to America”

Lectures
19: Autobiography and Slave Narratives
20: Equiano I
21: Wheatley
<table>
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<tr>
<th>Week 9</th>
<th>March 30-April 5</th>
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| **Lectures** | 22: Equiano II  
23: Hughes |
| **Assignments** | Everyone: Quiz9 and SDP9 by 4/2  
Discussion Group 2: LDP5 by 4/2  
Discussion Group 1: RP5 by 4/5 |

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<tr>
<th>Week 10</th>
<th>April 6-12</th>
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| **Readings** | Leskov, ch. 1-13 (entire novel), p. 23-115  
Poem: Aleksandr Pushkin, “The Prophet” |
| **Lectures** | 24: Leskov  
25: Pushkin |
| **Assignments** | Everyone: Quiz10 and SDP10 by 4/9  
Discussion Group 1: LDP6 by 4/9  
Discussion Group 2: RP6 by 4/12 |

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<th>Week 11</th>
<th>April 13-19</th>
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| **Readings/Viewings** | View *Rabbit-Proof Fence* (2002, dir. Phillip Noyce) by one of these methods:  
• online, through D2L (divided into three segments)  
• in person, at your convenience, at the Media Library (Lower Level, West);  
• by any other method convenient to you, of your own arrangement  
Poem: Rita Joe, “I Lost My Talk” |
| **Lectures** | 26: Analyzing Film  
27: Rabbit-Proof Fence  
28: Joe |
| **Assignments** | Everyone: Quiz11 and SDP11 by 4/16  
Discussion Group 2: LDP6 by 4/16  
Discussion Group 1: RP6 by 4/19 |

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<tr>
<th>Week 12</th>
<th>April 20-26</th>
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| **Readings** | Oe, “Prize Stock”;  
Clarice Lispector, “The Smallest Woman in the World”;  
Moacyr Scliar, “Inside My Dirty Head—The Holocaust”;  
Poem: Gabriel Okara, “You Laughed and Laughed and Laughed” |
| **Lectures** | 29: Novellas and Short Stories  
30: Oe  
31: Lispector and Scliar  
32: Okara |
| **Assignments** | Everyone: Quiz12 and SDP12 by 4/23  
Discussion Group 1: LDP7 by 4/23  
Discussion Group 2: RP7 by 4/26 |

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<tr>
<th>Week 13</th>
<th>April 27-May 3</th>
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<tr>
<td>Week 14</td>
<td>May 4-7</td>
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| Readings| Course Document: Final Exam: Take-home essay questions (available 12:01am on Mon., 5/4)  
Also, be sure to read all your classmates’ proposed short answer questions in the discussion forum! |
| Lectures| None |
| Assignments| Everyone: SDP14: propose a short-answer question for the final exam by 5/7  
Note: No late SDPs will be accepted for partial credit this week.  
No quiz, LDP, or RP this week |

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<tr>
<th>Exam Week</th>
<th>May 9-16: FINAL EXAM SUNDAY, 5/10 OR MONDAY, 5/11</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td>None</td>
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<tr>
<td>Lectures</td>
<td>None</td>
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</tbody>
</table>
| Assignments| Everyone:  
Final Exam: (1) Take short answer portion of final exam between 12:01am on Sunday, May 10 and 11:59pm on Monday, 5/11; (2) upload take-home essay portion of final exam to dropbox by 11:59pm on Mon., 5/11  
Extra Credit: Take CompLit 208 end-of-semester anonymous evaluation survey by 5/12 (if 80% of the number of students who take the exam complete the survey, everyone in the class earns 0.5% extra credit) |

**Other Policies and Notes**

- University policies for students with disabilities; religious observances; students called to active military duty; incompletes; discriminatory conduct; academic misconduct; complaint procedures; grade appeal procedures; and final examination policy are available on D2L through the file entitled “University Policies.”
- Let me know about any questions or concerns regarding the class or the assignments, and don’t hesitate to arrange an appointment with me if you can’t make my office hours.
- If you will need accommodations to meet any requirement of this course, contact me as soon as possible.
- The grievance policy of the Dept. of French, Italian, and Comparative Literature is posted in the main office, Curtin 772.